

F1 Benchmarking Document

	Communication and Language
	Personal, Social and Emotional Development
	Physical Development
	Literacy
	Mathematics
	Understanding the World
	Computational Thinking
	Expressive Art and Design

Communication and Language: Listening, Attention and Understanding

NURSERY

On entry to Nursery children should be able to: Respond to their own name. Sometimes listen to a rhyme or short story. Point to a picture in a book in response to a question - e.g. who's jumping? Point or speak in response to who, what, where questions. Begin to understand simple concepts (e.g. big/little)

	Autumn	Spring	Summer
Social rules of listening	<p>Begins to look and listen when an adult is speaking.</p> <p>Responds to own name and will change activity when encouraged and supported by adults. (e.g. "Jason, can you stop now? We're tidying up")</p> <p>Identifies some familiar adults and some friends by name.</p>	<p>Shows interest in the lives of other people or events.</p> <p>Is able to change activity when asked by name</p> <p>Turns head and focuses on adults and friends as they speak and play, responding to comments.</p>	<p>Is able to change activity when asked as a group.</p>
Listening to what is read with understanding	<p>Begins to look and listen during a short story time.</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p> <p>Identifies characters and actions in favourite books.</p>	<p>Follows a story with props and pictures.</p>
Listening and learning	<p>Able to focus on adults as they read or sing, responding by joining in with sounds, words and movements.</p> <p>Concentrates for slightly longer periods. (3 minutes 6 minutes)</p>	<p>Remembers and joins in with rhymes and familiar stories.</p> <p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Readily responds to why questions.</p>
Listening to follow instructions	<p>Responds to very simple requests especially when shown first by an adult.</p> <p>Understands simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.</p> <p>Starts to respond to simple questions.</p>	<p>Understands a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Responds to two requests. Listens to and follow directions. Follows instructions using prepositions.</p>	<p>Responds to a string of requests one after another (not quickly).</p>

Communication and Language: Speaking

NURSERY

On entry to Nursery children should be able to: link up to 5 words together, use pronouns (me, him, she), use plurals, use some prepositions and ask frequent questions.

Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

	Autumn	Spring	Summer
Social rules of speaking	<p>Begins to use please and thank you with support.</p> <p>Makes requests using at least two words. (e.g. milk please)</p> <p>Begins to hold a conversation.</p>	<p>Uses please and thank you at snack time</p> <p>Starts a conversation with an adult or a friend and continues it for many turns.</p>	<p>Able to express their ideas, thoughts and opinions with an adult or a friend, using words as well as actions.</p>
Sentence structure	<p>Starts to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.</p> <p>Uses longer sentences of four to six words.</p> <p>Expresses feelings, desires and needs.</p> <p>Can say simple rhymes</p>	<p>Asks questions and responds to questions using simple sentences.</p> <p>Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Knows many rhymes.</p> <p>Talks about familiar books, and be able to tell a long story.</p> <p>Starts to link simple sentences with and, or because.</p>	<p>Explains in simple sentences what happened and what might happen.</p> <p>Beginning to use tense, intonation and rhythm to enhance meaning.</p>
Vocabulary	<p>Copies sounds and words a lot.</p> <p>Uses everyday words to talk about people they know.</p> <p>Has clear speech sounds but may have problems saying: r, j, th, ch, and sh.</p> <p>Uses language to play make-believe games.</p>	<p>Remembers and uses new words. Vocabulary increases rapidly.</p> <p>Uses vocabulary to express imaginary events in play.</p>	<p>Engages in imaginary role play sometimes building stories around toys and objects.</p>
Checkpoints for moving to F2	<p>Is the child:</p> <p>Using sentences of at least four to six words - e.g. "I want to play with cars"</p> <p>Using sentences joined up with words like 'because', 'or', 'and'?</p> <p>Beginning to use the future and past tense: "I am going to the park" and "I went to the shop"? This may not be consistent.</p> <p>Answering simple 'why' questions?</p>		

Personal, Social and Emotional Development: Managing Self

NURSERY

On entry to Nursery children should be able to:

Express a growing sense of will and determination (which may result in feelings of anger and frustration, which are difficult to handle.)

Responds to a few appropriate boundaries, with encouragement and support.

Seeks comfort from familiar adults when needed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Confidence and Resilience	<p>Learns to part from carer.</p> <p>Seeks comfort from familiar adults, when needed.</p>	<p>Has a growing ability to distract self when upset.</p> <p>Can express own feelings such as sad, happy, cross, scared, worried.</p>	<p>Develops appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Enjoys praise.</p>	<p>Begins to understand how others might be feeling.</p> <p>Tries to help or give comfort when others are distressed.</p>	<p>Enjoys being given the responsibility for small tasks.</p> <p>Communicates about family and home.</p> <p>Is confident to talk to other children when playing.</p> <p>Shows confidence in asking adults for help.</p> <p>Welcomes and values praise.</p>	
Following Rules	<p>Responds to the feelings and wishes of others.</p> <p>Has a growing sense of will and determination.</p> <p>Responds to a few appropriate boundaries.</p>	<p>Responds to a few appropriate boundaries, with encouragement and support.</p> <p>Increasingly follows rules, understanding why they are important.</p>	<p>Responds to a few appropriate boundaries, with encouragement and support.</p> <p>Increasingly follows rules, understanding why they are important.</p>	<p>Is aware that some actions can hurt or harm others.</p> <p>Able to inhibit own actions/behaviours, e.g. stop self from doing something they shouldn't</p> <p>Does not always need an adult to remind them of a rule.</p>	<p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Begins to talk with others to resolve conflicts with adults to model</p>	
Independence Managing own needs	<p>Finds peg at the beginning and end of the session.</p> <p>Begins to learn that some things are theirs, some things are shared and some things belong to others.</p> <p>Goes to the toilet and washes hands with support.</p> <p>Can take off shoes and socks.</p> <p>Joins in a snack time.</p>		<p>Attempts to put on shoes and socks with support.</p> <p>Is willing to try different fruit and veg at snack time.</p>		<p>Can put on and take off coat with support.</p> <p>Puts on shoes and socks independently (adult helps to fasten)</p> <p>Goes to the toilet and washes hands independently.</p>	

Personal, Social and Emotional Development: Building Relationships						NURSERY
On entry to Nursery children should be able to: show an awareness of other children around them.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships	<p>Plays alongside others.</p> <p>Uses familiar adults as a secure base from which to explore independently- may venture away to play and interact with others, but return for a cuddle or reassurance.</p>	<p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p> <p>Is interested in others' play and starts to join in.</p>	<p>Seeks out others to share experiences.</p> <p>May form a special friendship with another child.</p> <p>Shows affection and concern for people who are special.</p>	<p>Plays with one or more other children, extending and elaborating play ideas.</p> <p>Helps to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Plays in a group, extending and elaborating play ideas.</p> <p>Initiates play, offering cues to peers to join in.</p> <p>Accepting others who wish to join in play.</p>	
	<p><u>Observation Checkpoint: (Around the age of 4)</u></p> <p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play - domestic</p> <p>Does the child take part in other pretend play with different roles</p> <p>Is the child beginning to negotiate solutions to conflicts in their play?</p>					

Personal, Social and Emotional Development: Self Regulation**NURSERY**

On entry to Nursery children should be able to: separate from parent/carer once they have had a reasonable time to settle.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Regulation	<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Begins to explore new toys and environments, but will 'check in' regularly with familiar adult as and when needed.</p> <p>Joins in a range of activities of interest.</p>	<p>Begins to engage in pretend play with toys.</p> <p>Can express preferences and interests.</p> <p>Selects and uses resources with support.</p>	<p>Is confident to talk to other children when playing together.</p> <p>Demonstrating a sense of self as an individual, e.g. wants to do things independently,</p> <p>•Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Develops sense of responsibility and membership of a community - eg will help to tidy purposefully.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Selects and uses activities and resources.</p> <p>Can usually tolerate delay when needs are not immediately met and understand that wishes may not always be met.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support.</p>	

Physical Development: Gross Motor		NURSERY	
On entry to nursery children should be able to: NB Some children may still be in nappies or pull ups and therefore may not have expected control over their body.			
	Autumn	Spring	Summer
Movement	Can walk confidently avoiding obstacles. Can squat to pick up toys. Can control whole body and am able to negotiate space and objects. Can run safely on whole foot	Moves spontaneously making use of available space. Can stop confidently when moving. Uses large muscle movements eg to wave flags.	Moves freely with pleasure in lots of ways. Changes speed and direction to avoid obstacles. Experiments with skipping, hopping and jumping movements.
Ball Skills in outdoor play	Attempts to kick a ball. Attempts to throw a ball.	Attempts to throw a bean bag into a hoop.	Can catch a large ball. Can kick a large ball.
Balance, strength and posture	Will attempt to climb onto the climbing frame with support. Balances along a plank or bench with support. Can use feet to scoot along on a trike. Has core strength to sit on the carpet. Sits on nursery chair with feet on the floor.	Can balance along a wide plank or bench. Climbs onto the climbing frame independently. Sits comfortably with crossed legs. Climbs down from the climbing frame independently.	Stands momentarily on one foot. Climbs onto the climbing frame and uses the rope ladder to climb down independently. Confidently balances on crates, planks and benches both in PE and in play. Safely jumps off apparatus

Physical Development: Fine Motor				NURSERY
On entry to nursery children should be able to: Start to turn pages in a book, sometimes several at once and show control in holding and using tools like hammers, and mark-making tools.				
	Autumn	Spring		Summer
Development of mark-making Letters and drawing	Uses a fist grasp or a palmer grasp. Uses large-muscle movements to paint and make marks.	Uses a five finger grasp/pincer grip. Show a preference for a dominant hand. Makes connections between movement and the marks made.	Use a comfortable grip with good control when holding pens and pencils.	Holds a pencil near the point between first two fingers and thumb and uses it with good control.
Dexterity (using tools)	Makes simple models using construction toys	Picks up tiny objects using a fine pincer grasp. Begins to use one-handed tools and equipment, for example, making snips in paper with scissors.	Uses pincers, tweezers and threading equipment with increasing control and confidence	Knows how to hold scissors correctly Can use scissors to snip Experiments with cutting other materials (string, card, ribbon)
Ready for F2				Most children will: Hold their pencil with a tripod or near tripod grip. Use a comfortable grip on scissors to snip.

Literacy - Comprehension					Nursery
On entry to Nursery children should be showing an interest in rhymes and stories.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identifies self in a story and shows enjoyment for stories about familiar people.	1. Print has meaning 2. Page sequencing	Engages in extended conversations about stories learning new vocabulary. Shows a preference for a book or song or a rhyme.	3. Print can have different purposes. 4. We read English text from left to right and from top to bottom. 5. The names of the different parts of a book	I can tell a well-known story to friends. I can talk about events and characters in books.	Holds a book, turns the pages and indicates an understanding of pictures and print. Makes suggestions about what might happen next in a story Understands the five key concepts about print.
Reading Words					Nursery
On entry to Nursery children should be showing an interest in the print in the environment.					
	Autumn	Spring	Summer		
Phonics Programme	Stories and Rhymes Planned talk and sentence building Role Play	Begin Read Write programme Fred Talk Recognising picture cards	Introducing the grapheme alongside picture cards - speed sounds		
Phonological awareness	Repeats songs and rhymes. Repeats familiar phrases in stories. Fills in the missing words from well-known rhymes/stories Clapping syllables from name	Notices and repeats sounds. Recognises words with the same initial sound, such as money and mother Begins to know some of the Read Write pictures Begins to orally blend with Fred games Joins in with rhymes and stories.	Identifies rhyming words Spots and suggests rhymes. Knows Read Write pictures and some of the sounds. Beginning to orally blend		
Recognising Print	Recognises the first letter of their name. Some children recognise their name.	Identifies signs and symbols in the environment and recall what they mean. Recognises that sounds and letters from their name occur in other words.	Recognises own name. Beginning to notice other words. "That says...."		
Ready for F2			Knows all the Read Write Inc. pictures Knows some of the sounds Can orally blend simple words. Recognises own name		

Literacy - Writing (linked with Physical Development: Fine Motor)			Nursery
On entry to Nursery children should be showing an interest in the print in the environment and they should be beginning to be interested in making marks.			
	Autumn 1	Spring	Summer
Composition	<i>Settling in and enjoying books, oral storytelling, singing and rhymes</i>	Uses some of the print and letter knowledge in their early writing. For example: writing a potential shopping list that starts at the top of page, write 'm' for mummy.	Tells an adult what has been drawn or painted. Begins to add writing/mark-making to their work
Spelling and Phonics			Use some of their print and letter knowledge in their writing eg m for mummy.
Punctuation			Recognises a capital letter at the start of name.
Handwriting To go back to	Randomly scribbles on the page, sometimes with both hands. Begins to balance when sitting. Holds mark making equipment using the Palmer grip/various grips Makes connections between actions and the marks being made. Controls the marks on the page. Learns how to make straight lines in the air and on large scale paper	Controls equipment and shows increasing control over tools like pencils and crayons. Distinguishes between the different marks made. Learns how to make circle shapes in the air and on large scale paper Learns how to make cross shapes in the air and on large scale paper Uses a range of tools to make marks and shows an interest in own marks and other marks. Writes some or all of their names.	Copies shapes, letters, and pictures. Starts to write identifiable shapes and letters. Grips using five fingers or preferably two fingers and thumb to control. Writes some or all of their names.
Ready for F2			Attempts to write their name Has a tripod grip

Number			Nursery	
	Autumn	Spring	Summer 1	Summer 2
Subitising	Begins to perceptually subitise up to 3 when given lots of opportunity.		Can perceptually subitise up to 3 and begins to conceptually subitise within 3. (Some children may have gone beyond 3)	
Counting	Makes marks and ascribes some concept of number to the marks. Brings one or two objects when an adult requests.	Says 1 number for each item in order. Knows that the last number said in a count is how many objects there are. Links some numerals to amounts. Experiments with own symbols and marks as well as numerals.	Beginning to count groups of objects accurately. Represents numbers using marks, fingers or objects.	
Calculating	Sorts objects using one simple criteria.	Compares quantities using language 'more than' 'fewer than'. Beginning to solve real world mathematical problems with numbers to 5.	Can say when 2 small groups have the same number of objects.	
Ready for F2			Recognises a group of 3 objects (subitising)	

Numerical Patterns			Nursery
	Autumn	Spring	Summer
Counting System	Recites some number names in sequence.	Recites numbers past 5. Shows finger numbers up to 3.	Identifies numerals in the environment. Show finger numbers up to 5 Uses number names to 10.
Ready for F2			Uses number names to 10 in rhymes. Recognises some numbers when they are written down.

Shape and Measurement			Nursery
	Autumn	Spring	Summer
Geometry - properties of shape	<p>Starts to fit shapes into board puzzles/shape sorters.</p> <p>Begins to build using simple blocks.</p>	<p>Talks about and explores 2D and 3D shapes.</p> <p>Sees some shapes in pictures and can start to make pictures using shapes.</p> <p>Combines shapes to make new ones.</p> <p>Selects shapes appropriately.</p>	<p>Begins to identify shapes in the environment</p> <p>Begins to find appropriate shapes for certain tasks.</p> <p>Asks questions about my observations of differences and similarities.</p>
Geometry - position and direction	<p>Understands some position through words alone - on, under etc.</p>	<p>Talks about routes and locations using words like 'in front of' and 'behind'.</p> <p>Describes a familiar route.</p>	<p>Begins to make more meaningful pictures, patterns and arrangements with shapes.</p>
Measurement	<p>Fills an empty container.</p> <p>Shows some understanding of now and next.</p>	<p>Asks questions about the routine and what is happening next.</p> <p>Uses small world play to experiment with size, shape, difference & similarities.</p> <p>Begins to describe a sequence of events.</p> <p>Makes comparisons between objects relating to size, length, weight and capacity.</p>	<p>Uses comparative language like 'taller', 'shorter', 'same'.</p> <p>Talks about the routine of the day using language like 'before' and 'after'</p>

Understanding the World - Past and Present		HISTORY		Nursery
	Autumn	Spring	Summer	
Chronology and Sequencing	Begins to talk about events on the timeline.	Begin to make sense of their own life story and family's history.	Remembers and describes special events for family and friends. Looks back at the timeline and remembers events in the past.	

Understanding the World - People, Culture and Communities			RE AND GEOGRAPHY			Nursery
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	
Religious Education	Harvest	Diwali Remembrance Advent/Christmas Nativity story	Chinese New Year Lent/Shrove Tuesday	(Eid) Easter Easter story	(Eid)	
People and Communities/Geography	Recognises own family and relations	In pretend play, imitates everyday actions and events from own family and cultural background. Bonfire Night Hallowe'en	Knows there are different countries in the world and can talk about the differences they have experienced or seen in photos.	Can see that friends have similarities and differences that connect them to and distinguish them from others	Continues to develop positive attitudes about differences between people Shows an interest in different occupations	

Understanding the World - The Natural World		SCIENCE		Nursery			
Autumn 1		Autumn		Spring		Summer	
Plays with small world models - farm, train track		Notices features in the environment Uses all senses in hands-on exploration of natural materials Explores collections of materials with similar or different properties. Explore and talk about different forces they can feel.		Plants seeds and begins to learn how to care for growing plants. Begins to understand the key features of the life cycle of a plant and animal. Talk about differences between materials and changes they notice.		Begins to understand that they need to respect and care for the natural environment and living things.	

Expressive Art and Design: Creating with Materials

Nursery F1

On entry to nursery: we hope that children have had opportunity to make marks and experiment with messy play and manipulative materials

		Autumn	Spring	Summer
ART	Drawing	<p>Experiments with blocks, colours and marks.</p> <p>Begins to use representation to communicate.</p> <p>Task: Draw a representation of self or another person.</p>	<p>Creates closed shapes with continuous lines and begins to use these shapes to represent objects.</p> <p>Beginning to show different emotions in drawings and paintings.</p> <p>Begins to use drawing to represent ideas like movement or loud noises.</p>	<p>Understands that lines can be used to enclose a space and uses these shapes to represent objects.</p> <p>Task: Draw a self-portrait</p>
	Painting	<p>Provide paint, brushes and paper and encourage free expression and experimentation</p> <p>Explores how colours can be changed.</p>	<p>Explores colour mixing</p> <p>Begins to represent objects they can see in paint.</p> <p>Task: To paint spring flowers</p>	<p>Learns that a print can be made using objects or by folding paper.</p> <p>Task: Make a butterfly</p>
	Collage	<p>Explores different materials freely.</p> <p>Learns how to use pva or pritt stick to stick materials together.</p>	Explores different textures	

	DT Designing and Making	Exploration with toys, construction, small world and materials.	Joins different materials. Developing own ideas and beginning to decide which materials to use.	Uses various construction materials. Begins to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.
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Expressive Art and Design: Being Imaginative and Expressive				Nursery
On entry to nursery				
	Autumn	Spring	Summer	
Playing a role	Makes believe by pretending. Takes part in pretend play and uses objects to represent something else.	Begins to develop complex stories using small world equipment.	Uses props to support role play Engages in imaginative role play based on first- hand experiences. Builds stories around toys e.g. farm animals, dolls house etc	
Singing	Explore singing together and using voices.	Listens to sounds with increased concentration.	Can sing familiar songs	

		Remembers and sings entire songs. Responds to what they have heard, expressing thoughts and feelings. Matches pitch and sings melodic shape. Creates own songs	
Music and Instruments	Explores sound freely with musical instruments. (outside)	Listens to the sounds made by different instruments and is beginning to differentiate them.	Taps out simple repeated rhythms Explores and learns how sounds can be changed
Dancing			Joins in with dancing and ring games Begins to move rhythmically and creates a movement in response to music.